COMMON CORE: READING

Students in K–5 apply the Reading standards to the following range of text types, **with texts selected from a broad range of cultures and periods.**

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| **Literature** | | | **Informational Text** |
| **Stories** | **Dramas** | **Poetry** | **Literary Nonfiction and Historical, Scientific, and Technical Texts** |
| Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth | Includes staged dialogue and brief familiar scenes | Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem | Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |

Students in grades 6–12 apply the Reading standards to the following range of text types, **with texts selected from a broad range of cultures and periods.**

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| **Literature** | | | **Informational Text** |
| **Stories** | **Dramas** | **Poetry** | **Literary Nonfiction and Historical, Scientific, and Technical Texts** |
| Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels | Includes one-act and multi-act plays, both in written form and on film | Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics | Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience |

### Reading: Text complexity and the growth of comprehension [www.corestandards.org](http://www.corestandards.org)

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

* **Key Ideas and Details** (page 3 in Crosswalk)
  + Read closely: determine what the text says explicitly and make logical inferences from it; cite evidence to support conclusions.
  + Determine central ideas of a text; summarize key supporting details and ideas.
  + Analyze how and why individuals, events, or ideas develop.
* **Craft and Structure** (page 4 in Crosswalk)
  + Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.
  + Analyze how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
  + Assess how purpose shapes the content and style of a text.
* **Integration of Knowledge and Ideas** (page 6 in Crosswalk)
  + Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
  + Evaluate the argument and specific claims in a text, including the relevance and sufficiency of the evidence.
  + Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
* **Range of Reading and Level of Text Complexity** (page 7 in Crosswalk)
  + Read and comprehend complex literary and informational texts independently and proficiently.

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| Levels of Meaning | Single level  Explicit purpose | Multiple levels  Implicit purpose |
| Structure | Simple  Explicit  Chronological order  Simple graphics  Graphics unnecessary | Complex  Implicit  Out of chronological order  Sophisticated graphics  Graphics essential |
| Language | Literal  Clear  Contemporary, familiar  Conversational | Figurative  Ambiguous  Archaic, unfamiliar  Academic and Domain-specific |
| Knowledge Demands: Life Experiences | Simple theme  Single theme  Everyday experiences or fantastical  Single perspective  Perspective like one’s own | Complex theme  Multiple themes  Experiences different from one’s own  Multiple perspectives  Perspective unlike or in opposition to one’s own |
| Knowledge Demands: Cultural/Literary | Everyday knowledge and familiarity  Few references to other texts | Cultural and literary knowledge useful  Many references to other texts |
| Knowledge Demands: Content/Discipline Knowledge | Everyday knowledge and familiarity  Few references to other texts | Specialized discipline-specific content knowledge required  Many references to other texts |

Retrieved from <http://www.corestandaards.org/ELA-Literacy> : Qualitative Dimensions of Text Complexity

### Speaking and Listening: Flexible Communication & Collaboration [www.corestandards.org](http://www.corestandards.org)

### Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

* **Comprehension and Collaboration** (page 14 in Crosswalk)
  + Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, *building on others’ ideas* *(listen carefully to ideas)* and expressing their own clearly and persuasively.
  + *Integrate and evaluate information presented in diverse media and formats*, including visually, quantitatively, and orally.
  + Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric
* **Presentation of Knowledge and Ideas** (page 16 in Crosswalk)
  + Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  + *Make strategic use of digital media and visual displays of data* to express information and enhance understanding of presentations.
  + Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate *(attention to audience and purpose)*

### Language: Conventions, effective use, and vocabulary [www.corestandards.org](http://www.corestandards.org)

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. Students will need to return to the same grammar topics in greater complexity as they progress through grades K-12.

* **Conventions of Standard English** (page 17 in Crosswalk)
  + Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  + Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* **Knowledge of Language** (page 17 in Crosswalk)
  + Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
* **Vocabulary Acquisition and Use** (page 17 in Crosswalk)
  + Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  + Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  + Acquire and *use accurately a range of general academic and domain-specific words and phrases* sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NOTE: Common Core identifies 3 categories of words that readers encounter (Beck, McKeown, Kucan, 2002, 2008):

Tier One: words of everyday speech

Tier Two: general academic words; more common in writing than in speech

Tier Three: domain specific words; more common in informational texts

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| Tier One Words | Tier Two Words | Tier Three Words |
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### Writing: Text types, responding to reading, and research [www.corestandards.org](http://www.corestandards.org)

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

* **Text Types and Purposes** (page 8 in Crosswalk)
  + Write arguments to support claims using valid reasoning and relevant and sufficient evidence.
  + Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.
  + Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
* **Production and Distribution of Writing** (page 9 in Crosswalk)
  + Produce clear and coherent writing appropriate to task, purpose, and audience.
  + Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  + Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
* **Research to Build and Present Knowledge** (page 11 in Crosswalk)
  + Conduct research projects based on focused questions, demonstrating understanding of the subject under investigation.
  + Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  + Draw evidence from literary or informational texts to support analysis, reflection, and research.
* **Range of Writing** (page 13 in Crosswalk)
  + Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Common Core Standards Definitions of Three Text Types**

* **Argument**
  + Grades K-5: provide examples, offer reasons for assertions, explain cause and effect; expressing opinions is a stepping stone to argument
  + Grades 6-12: a reasoned, logical way of demonstrating the writer’s position, belief, or conclusion is valid; students make claims about the worth or meaning of a literary work, defend their interpretations or judgments with evidence from the texts; students analyze evidence from multiple primary and secondary sources to advance a claim that is supported by the evidence

NOTE: Argument and Persuasion: When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer or speaker. When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience’s self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

* **Informational/Explanatory**
  + Conveys information accurately to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, to provide readers with an enhanced comprehension of a concept
* **Narrative**
  + Conveys an experience either real or imaginary and uses time as its deep structure
  + Can be used to instruct, persuade, entertain
  + Forms include creative fictional stories, memoirs, anecdotes, outobiographies
  + Over time writing develops to include visual details of scenes, objects, people; depiction of specific actions, postures, expressions; dialogue and monologue that provide insight into narrator’s and characters’ personalities and motives; pacing to highlight significance of events and to create suspense and tension